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ABSTRACT

The purpose of this study was (1) to analyze desired student involvement in five areas of decision making on the high school level; and (2) to determine whether there is a significant relationship between students' perception of participation in specific areas of decision making and designated variables pertaining to socio-psychological characteristics. The following five areas of decision making were studied: student curricula, student-faculty relationships, student governance, student discipline and grievance, and student records. The motives of capability, improving education and school, and personal power associated with school control were analyzed, in addition to the socio-psychological characteristics of race, credal values, and alienation. The findings include: (1) high school students desire some involvement in decision making, and (2) there is no difference between white and non-white high school students relative to desired involvement in areas of decision making. (Author)

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A study of DESIRED STUDENT INVOLVEMENT in five selected areas of decision making in high schools in Maryland school systems

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A study of DESIRED STUDENT INVOLVEMENT in five selected areas of decision making in high schools in Maryland school systems

Occasional Paper in Research

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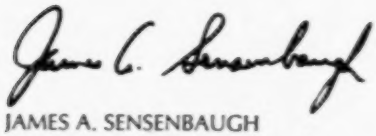
PREFACE

Student involvement in school decision making continues to be an important issue among educators, students, and other members of the community who influence our schools. No one is certain about the degree to which students desire to be involved in high school decision making, in what areas they expect involvement, or why they want to be involved in some school decisions. So that Maryland educators and students would have the benefit of some research-based findings to assist their thinking in these areas, the Department sponsored a study of desired student involvement in selected areas of high school decision making in Maryland during the 1971-1972 school year. This publication is an abridged version of that study. The complete study is available in the Professional Library of the Maryland State Department of Education.

We hope that educators, students, and interested citizens will find this publication beneficial as they seek to improve the quality of education.



JAMES A. SENSENBAUGH
State Superintendent of Schools

FOREWORD

The Division of Research, Evaluation, and Information Systems of the Maryland State Department of Education, in its continuing policy of making available selected research-based findings to the Maryland educational community, is pleased to present *A Study of Desired Student Involvement in Five Selected Areas of Decision Making in High Schools in Maryland School Systems.*

This study was carried out by Ronald C. Watts, Specialist in Urban Education.

Grateful acknowledgment is made to the more than six thousand people who made this study possible. Gratitude for their cooperation is extended to the twenty-four superintendents of the public school systems in Maryland and to the principals of the forty-eight high schools included in the sample.

We are indebted to the thousands of Maryland high school students who motivated this undertaking and participated in its implementation. Our sincere thanks is given to each student involved in any phase of this study.

An expression of appreciation is also reserved for Dr. James B. McPartland, Dr. Leonard M. Orloff, and Dr. James B. League for their effort and judgment concerning the preparation of the questionnaire used in this investigation.

The findings and recommendations of the study should not be considered as having received the unqualified endorsement of the Maryland State Department of Education.

We hope that this publication will be of value to the educators and students in Maryland.

Richard K McKay

RICHARD K. McKAY
Assistant State Superintendent
Division of Research, Evaluation, and Information Systems

CONTENTS

	Page
Preface	i
Foreword	ii
Abstract	2
Section I Rationale of the Study	4
Section II Procedures and Interpretations	10
Statement of the Problem	10
Statement of the Subproblem	10
Delimitations of the Study	11
Subjects for the Study	11
The Questionnaire	15
Scaling of the Data	16
Analysis of Subproblem Data	17
Section III Findings and Conclusions	25
Findings	25
Conclusions	27
Recommendations	30
Selected Bibliography	32
Appendix A The Questionnaire	33
Appendix B Definitions of Terms Used	39

A Study of Desired Student Involvement

ABSTRACT

The Problem

The purpose of this study was (1) to determine and analyze the extent of, and motives for, desired student involvement in five selected areas of decision making on the high school level in twenty-four Maryland school systems; and (2) to determine whether or not there is a significant relationship between students' perception of participation in specific areas of decision making and designated variables pertaining to socio-psychological characteristics.
The subproblems of the study were the following:

1. To determine the extent to which students desire to be involved in high school decision making in the areas of student curricula, student-faculty relationships, student governance, student records, and student discipline and grievance.
2. To compare and contrast the extent to which students desire to be involved in decision making in the areas of student curricula, student-faculty relationships, student governance, student records, and student discipline and grievance.
3. To determine the extent to which students give credence to their capability for desired involvement in selected areas of high school decision making and to compare and contrast the relative importance of the motive of improving their education and their school with the motive of achieving personal power associated with school control as reasons for desired student involvement in selected areas of high school decision making.
4. To determine the difference between white and non-white students relative to the extent of, and designated motives for, their desired involvement in selected areas of high school decision making.
5. To analyze the relationship between students' commitment to credal values and desired involvement in selected areas of high school decision making, and to analyze the relationship between student alienation and desired involvement in selected areas of high school decision making.

The Procedures

A total of 6,156 high school students in grades ten, eleven, and twelve in forty-eight high schools were included in the sample. A questionnaire containing eighty-two statements was designed by the researcher.

The following five areas of decision making were studied: student curricula, student-faculty relationships, student governance, student discipline and grievance, and student records. The motives of capability, improving edu-

cation and school, and personal power associated with school control were analyzed, in addition to the socio-psychological characteristics of race, credal values, and alienation. Mean scores, *t* values, and single-and multiple-correlations were computed to test twenty-one hypotheses.

The Major Findings

1. On the average, high school students desire some involvement in ~~five~~ areas of decision making, but less than moderate or total involvement. Moderate refers to 4.0 on a 5.0 scale.
2. The rank order of desired involvement in the five areas of decision making was the following: (1) student discipline and grievance, (2) and (3) student curricula and student governance (same mean score), (4) student-faculty relationships, and (5) student records.
3. High school students in Maryland agreed that they are capable of making decisions in five areas.
4. Students desire greater involvement in decision making because they want to improve their education and school, rather than because they want to achieve personal power associated with school control.
5. Generally, there was no difference between white and non-white high school students relative to desired involvement in selected areas of decision making.
6. There was a positive correlation between students' commitment to credal values and desired involvement in five areas of decision making, and between student alienation and the same five areas.

SECTION I
Rationale of the Study

The rationale of this study is related to the rapid acceleration of student rights and responsibilities in our nation's schools, and the increased need for meaningful student involvement in many areas of secondary school decision making which were heretofore reserved exclusively for teachers and administrators. The introduction to National Education Association (NEA) position paper, *Student Rights and Responsibilities,* states,

> Secondary and postsecondary students are pointing out that they are actively engaged in the practice of living and that, therefore, they have the right to assume responsibilities other people bear. The idea that the students' right is the right to choose for himself only those things adults would choose for him is being rejected as a basis of relationships between adults and young people. It has become evident that young people have contributions to make to society and the schools — in viewpoints, in ways of dealing with problems, in ideas — that adults cannot make and may not willingly accept, but that are valuable nevertheless.[1]

In this same publication, Margaret Mead was quoted as pointing out,

> The young people of today have had experiences that no adult has had at the same age, so that they have a unique perspective. If their ideas and experiences are to benefit rather than divide our society, students must exercise the right to make choices that will make a difference, not just "pretend" decisions.[2]

Although there are many reasons why students are not more involved in the decision-making process in high schools, it was not the purpose of this investigation to delve into that area; recently, much research has emerged concerning the reasons. This study places emphasis on the area of discovering meaningful ways to involve students in educational decision making. Educators are beginning to recognize that students have the right not to be standardized or coerced into school practices which concern them without some participation in the decision-making process which gives rise to these practices. The single involvement of the student government organization in decision making is not enough to satisfy today's students.

Activities regarding student participation and influence in educational decision making are increasing in many school systems across this country; recent studies show that it is an appropriate direction in which schools should move. However, guaranteeing student participation in and of itself is no assurance that the school decision-making function will be improved or meaningful. It seems imperative that the decision-making structure be changed so that it is sufficiently sensitive and fully responsive to the dynamic and vital needs of

[1] NEA Task Force on Student Involvement, *Student Rights and Responsibilities,* A Position Statement Prepared by the Special Task Force Washington, D.C.: National Education Association, 1970), p. vi.
[2] *Ibid.*

high school students of the 1970's. This decade is the appropriate time to re-examine and determine the purposes of contemporary education, and to assure that assessments and judgments pertaining to the decision-making process are made according to these purposes. The movement toward greater student involvement in school decision making is still in its infancy; and more relevant knowledge is needed for educators, students, and other citizens who influence our schools to make adjustments in the areas of decision making that will further democratize the educational process.

This study was intended to clarify students' perception of their own involvement in high school decision making in five selected areas. Educators and others may discover trends that will indicate the necessity for a thorough examination and revision of their commitment to the various socio-psychological and organizational variables of student participation in the school decision-making process. Students may gain additional insights into the need for more involvement, less involvement, or different approaches to involvement in policy making in the selected areas included in this investigation. In addition, students may become aware of the existence of increased responsibility for the consequences of participation in high school decision making.

As a result of this study, teachers and administrators should be better informed about the nature and extent of student involvement in decision making. They should have additional knowledge about how various students perceive their roles in decision making, which students desire to participate in the formation of school policies, in what areas students seek their potential involvement, and why students want to become involved. This knowledge may be used by educators to improve school decision making; to increase student commitment to, and involvement in, the democratic process; and to strengthen the schools' credibility within its community.

This study may also serve as a reference for further investigations of this kind. Future researchers may use the data, findings, and recommendations from this investigation to delve deeper into this important, complex area of education.

A review of the related literature reveals that many investigations have been made relative to the processes and procedures associated with high school student participation in extracurricular or cocurricular activities. In the late 1960's, numerous studies were conducted regarding the causes and extent of student unrest in America's colleges, universities, and high schools. The nature of employee-employer relationships in industrial decision making has also been studied often; however, most of these investigations have been pursued at various administrative levels and in different combinations.

In 1969, Louis Harris, in attempting to obtain an indication of how many students wanted to participate in high school policy making, conducted a national survey. The result of the poll, which also included teachers and parents, indicated that 58 percent of the students wanted more participation, 2 percent wanted less, and 39 percent desired about the same amount of participation.[3] In summarizing this aspect of the survey, Harris said,

[3] Louis Harris, "The Life Poll: What People Think About Their High Schools," *Life*, LXVI (May 16, 1969), 22-23.

> More than half of today's high school generation is impatient with the limited participation it has been allowed in running its educational affairs. And, since 55 percent of those who graduate are headed for college, the implications of this discontent for future campus ferment are enormous.[4]

Duggal (1969) has completed some work relative to student unrest and student participation in school management.[5] After comparing seven schools which had experienced unrest with seven schools which did not experience unrest during the same school year, Duggal found that student involvement in the management of a school creates new aspirations which could improve the school, as well as add some frustrations. Duggal concluded that the level of student participation in school life was low for all of the schools and that student councils are poor channels of student participation in school life. Finally, Duggal recommended that more research be undertaken to develop a theory of student participation in school management which will improve the coordination of student decision making.

A recent study concerning student participation in decision making, completed by McPartland and others (1971), revealed a comparison of actual and desired levels of student participation in seven different areas of school policy making.[6] Of the approximately 3,400 students surveyed, 43.6 percent reported some actual participation in decisions associated with *social rules* (dress codes, hair styles, smoking, hall passes and the like) compared to 76.4 percent who desired to participate. In the area of *political rules* (outside speakers, assemblies, leafletting, and student political rallies), 24.9 percent indicated actual participation in decisions compared with 62.3 percent who desired to participate. In the area of *course offerings* (kinds of courses to be taught), 21.1 percent indicated actual participation in decisions compared with 64.0 percent who desired to participate. In the area of *course assignments* (student placement in fast or slow classes), 22.8 percent indicated actual participation in decisions compared with 59.9 percent who desired to participate. In the area of *discipline* (preventing and correcting misbehavior), 16.5 percent indicated actual participation in decisions compared with 42.7 percent who desired to participate. In the area of *rating teachers* (grading and selecting teachers), 10.8 percent indicated actual participation in decisions compared with 38.1 percent who desired to participate.

Dale Gaddy also advanced some information on the topic of student rights and responsibilities which are related to specific areas of high school student decision making. Gaddy indicated that much of the thinking pertaining to student rights associated with high school policy making has been influenced by college students and school officials in institutions of higher learning. He maintains that five national associations, in particular, have con-

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[4] *Ibid.*, p. 24.

[5] Satya Pal Duggal, "Relationship Between Student Unrest, Student Participation in School Management, and Dogmatism and Pupil Control Ideology of School Staff in the High Schools" (unpublished Doctor's dissertation, The University of Michigan, Ann Arbor, 1969), Abstract.

[6] James McPartland *et al. Student Participation in High School Decisions: A Study of 14 Urban High Schools*, A Report Prepared by the Center for Social Organization of Schools (Baltimore, Maryland: The Johns Hopkins University, 1971) p. 20.

tributed to the student-rights movement at both the high school and college levels: The American Association of University Professors, the United States National Student Association, the Association of American Colleges, the National Association of Student Personnel Administrators, and the National Association of Women Deans and Counselors. These organizations, according to Gaddy, have drafted the "Joint Statement on Rights and Freedoms of Students."[7] The Joint Statement consists of a preamble and six major sections: (1) freedom of access to higher education (admissions policies), (2) freedom in the classroom (expression, academic evaluation, and disclosure of information regarding ability and character of students), (3) student records (contents of transcripts and access thereto), (4) freedom on the campus (association, inquiry and expression, institutional government, and publications), (5) off-campus freedom (citizenship and civil law), and (6) standards in disciplinary proceedings (standards of conduct for students, investigation of student conduct, status of student pending final action, and hearing-committee procedure). While there has been no specific measurement of the actual influence of this document on high school student activism, Gaddy thinks that it has been a major thrust in the student drive for greater educational and institutional freedom at all levels.[8]

One of the underlying assumptions of this study is that there is a distinct inclination toward participation by all people in the making or approving of decisions which affect them. This assumption implies two conditions: first, that persons in a given organization recognize specific areas of interest, and second, that individual preferences and group decisions are combined in the purposes of the social organization. Early F. Cheit, executive vice chancellor, University of California at Berkeley, in an article in *School Management*, advanced the premise that although students seem to want to be involved in various school decisions, they have to be shown how. When addressing a group of school administrators, he said, "Let students know when and how you review your school's practices, so that they can make their views known and can make some contributions to change."[9]

Ronald Stupak has advanced the premise that certain attitudes on the part of the students and adults are an underlying cause of the student movement toward greater social justice and decision-making participation within educational institutions. Stupak highlights what he calls "studentism" and the American bias toward pluralism as the heart of the divisiveness among students and their schools. Stupak, in attempting to explain the attitude of "studentism" as a factor, approaches the problem from the standpoint of student-teacher relationships. He said,

> Studentism is the feeling among students that they really are inferior, inexperienced, and maybe even irresponsible in relation to professional administrators and knowledgeable faculty members. It permeates the very

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[7] Dale Gaddy, *Rights and Freedoms of Public School Students: Directions from the 1960's* (Vol. 2 in the *Nolpe Monograph Series*, commissioned by ERIC Clearinghouse on Educational Management. 5 vols.; Topeka, Kansas: National Organization on Legal Problems of Education, 1971), p. 6.
[8] *Ibid.*
[9] School Management, "Strategies for Coping with Student Disruption," *School Management*, XIII (June, 1969), 45-65.

soul of so many students that they tend to act automatically as second-class citizens on the campus.[10]

Another prevalent theory concerning motives which affect student activism and the school decision-making process is one which was presented by Herbert Stroup in his book, *Toward a Philosophy of Organized Student Activities*. Stroup contends that students want more freedom, in part, because of self-interest. He asserts that the student demand for freedom and self-expression is partially based on their attainment of personal and group power alone.[11]

Parsons (1959) also advanced the premise that naked power is associated with student prestige and may influence their reason for participating in school decision making. Parsons stated,

> The stratification of youth groups has a selective function . . . it is a focus of prestige which exists along side of, and is to a degree independent of, the achievement order focusing on school work as such. The attainment of prestige in the informal youth group is itself a form of valued achievement.[12]

The literature clearly gives evidence of the need to determine student motives in high school decision making — particularly in regard to student attitudes about their policy-making capabilities compared with the attitudes of their teachers and principals, and (2) to their alleged reliance on decision making to achieve personal power or control of the school governance process.

Keniston (1967) indicated that if a student sincerely intends to participate in high school decision making, in an honest attempt to take a stand on educational and social issues, the student must be suitably predisposed by his personal background which includes his values. Keniston's theory about the importance of credal values to the student activist who sincerely wants to improve society and the schools, has special significance for this study. According to Keniston, student activists, unlike students who are culturally withdrawn, will participate in activities associated with institutional change and educational improvement because, characteristically, the activist believes that some injustice has been done that needs correcting, and the activist will express his convictions. Keniston advances the idea that the student activist is basically committed to traditional, credal American values like free speech, citizen's participation in decision making, equal opportunity, and justice.[13]

Most studies concerning man's alienation have dealt with one or, at most, two or three variants in combination. For purposes of this study, the researcher adapted Seeman's variants of alienation, which are powerlessness, meaninglessness, normlessness, isolation, and self-estrangement.[14]

The data collected by Seeman (1967) seem to reinforce the theory that alienation is tied to individual and group role expectancy in a given popula-

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[10] Ronald J. Stupak, "The Student As Enemy Of the Student," *Phi Delta Kappan*, LII (October, 1970), 79-81.
[11] Herbert Stroup, *Toward a Philosophy of Organized Student Activities* (Minneapolis: University of Minnesota Press, 1959), p. 121.
[12] Talcott Parsons, "The School Class as a Social System," *Harvard Educational Review*, XXIX (1959), 297-318.
[13] Kenneth Keniston, "The Sources of Student Dissent," *Journal of Social Issues*, XXIII (1967), 108-137.
[14] Melvin Seeman, "On the Meaning of Alienation," *Amercian Sociological Review*, XXIV (December, 1959), 783-791.

tion. Seeman indicates that when we speak of powerlessness and mastery we are dealing with expectancies for control which govern the individual's learning in determinate, discriminating ways. People are sensitive to cues in an environment which they believe they can have an effect upon.[15]

Summary

Studies have shown that although students have participated in some aspects of decision making in their school lives, through student councils and other extracurricular activities, these channels are now inadequate for involving students in high school decision making. Literature focusing on the need for coordination and implementation of student involvement in school decisions is abundant; however, there is little evidence of research on the expectations of students relative to their involvement in decision making in the specific areas of student curricula, student-faculty relationships, student governance, student records, and student discipline and grievance.

Many studies have been published about various kinds of decisions and steps involved in decision making. The review of literature, however, reveals a definite need for research concerning students' commitment to credal values, student alienation, and the relationship of these variables to the students' desires to participate in selected areas of high school decision making. Although Seeman has explored variants of alienation in several combinations, no studies have included the five variants of alienation cited in this study, in combination and correlated with students' desire to become involved in high school decisions. Research on race and student involvement in their high school lives has most frequently focused on elements of satisfaction and dissatisfaction, and degrees of past or present participation in various school activities. The findings of such research are somewhat inconclusive and demonstrate the need for additional research relative to race and expected student involvement in selected areas of high school decision making.

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[15] Melvin Seeman, "Powerlessness and Knowledge: A Comparative Study of Alienation and Learning," *Sociometry*, XXX (June, 1967), 105-123.

SECTION II
Procedures and Interpretations

Statement of the Problem

The purpose of this study was (1) to determine and analyze the extent of, and motives for, desired student involvement in five selected areas of decision making on the high school level in twenty-four Maryland school systems; and (2) to determine whether or not there is a significant relationship between students' perception of participation in specific areas of decision making and designated variables pertaining to socio-psychological characteristics.

Statement of the Subproblems

Subproblem One The first subproblem was to determine the extent to which students desire to be involved in high school decision making in the areas of student curricula, student-faculty relationships, student governance, student records, and student discipline and grievance.

Subproblem Two The second subproblem was to compare and contrast the extent to which students desire to be involved in decision making in the areas of student curricula, student-faculty relationships, student governance, student records, and student discipline and grievance.

Subproblem Three The third subproblem was to determine the extent to which students give credence to their capability for desired involvement in selected areas of high school decision making and to compare and contrast the relative importance of the motive of improving their education and their schools with the motive of achieving personal power associated with school control as reasons for desired student involvement in selected areas of high school decision making.

Subproblem Four The fourth subproblem was to determine the difference between white and non-white students relative to the extent of, and designated motives for, their desired involvement in selected areas of high school decision making.

Subproblem Five The fifth subproblem was to analyze the relationship between students' commitment to credal values and desired involvement in selected areas of high school decision making, and to analyze the relationship between student alienation and desired involvement in selected areas of high school decision making.

Delimitations of the Study

This study did not evaluate the relative merit of student involvement in high school decision making in the twenty-four Maryland school systems surveyed.

This investigation was not designed to determine the current condition of student participation in decision making in any particular high school in Maryland, but to reveal the extent of, and designated motives for, students' expectation concerning involvement in five selected areas of decision making on the high school level.

The survey made in this study included only a sampling of schools designated as public high schools within the four regions of the state of Maryland.

This study was confined primarily to data obtained from a questionnaire completed by students who were chosen as a result of a random sampling of classes in grades ten, eleven, and twelve in each high school included in this investigation.

This research did not attempt to study all aspects of decision making, but was limited to include only high school decision making as reflected in the five following areas:

A. Student curricula
B. Student-faculty relationships
C. Student governance
D. Student records
E. Student discipline and grievance

In regard to socio-psychological characteristics, this investigation included only race, credal values, and alienation, associated with the desires of students concerning their involvement in selected areas of high school decision making.

Relative to motives for student decision making, this research was limited to the consideration of capability, and the comparison of the motive of improvement of students' education and school with the motive of achieving personal power associated with school control.

Subjects for the Study

The subjects for this study included 6,156 public high school students in the twenty-four school systems in Maryland. The subjects were selected according to the following procedures. The high school student populations in grades ten, eleven, and twelve were totaled for each of the twenty-four school systems in Maryland. Based on these totals, the high school student populations in these grades were ranked according to the proportion of students in each school system. After determining the proportion of schools and classes needed to reach the desired total number of students to be sampled in each school system, the high schools in each system were listed. Then, corresponding to a preconceived number, each high school to be included in the study was randomly selected through the use of a table of random numbers. Tenth, eleventh, and twelfth grade classes within each sampled high school were randomly selected in a similar manner. A diagram associated with the sampling procedures used in this study may be found in Figure 1, on page 13. Tables

I and II, on pages 13 and 14, present the number of high school students sampled in each of these school systems and the number of students included in the study after the unusable questionnaires were removed. The percentage of the total public high school population in Maryland in grades ten, eleven, and twelve which was originally sampled reached 3.57. The number of high school students in Maryland and the proportion thereof selected for the sample were identified through *The Maryland Pupil Membership Report, September 30, 1970.*[1] Nonpublic schools were not included in this study; therefore, none was identified for sampling purposes.

Information concerning sex and grade level was supplied by each participant in the study. This information is summarized and presented in tabular form. Table III, on page 14, presents the classification of respondents by sex, race, and grade level.

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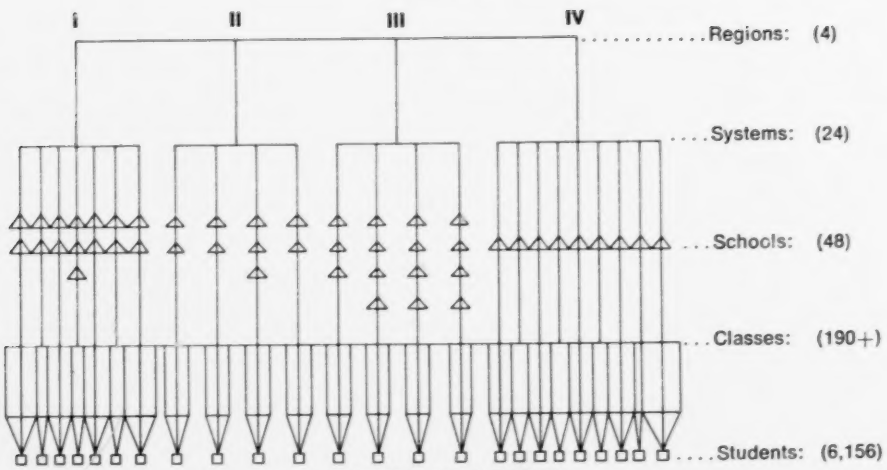
[1] Maryland State Department of Education, *Pupil Membership Report: September 30, 1970,* Column 1 (Baltimore: Division of Research, Evaluation, and Information Systems, 1971).

FIGURE I



THE SAMPLING DESIGN

TABLE I

NUMBER OF HIGH SCHOOL STUDENTS SAMPLED IN GRADES TEN, ELEVEN, AND TWELVE IN EACH MARYLAND SCHOOL SYSTEM IN REGIONS I AND II

School System	Number of Students Sampled in Grades 10, 11, and 12	Number of Students Included in the Study in Grades 10, 11, and 12
Region I		
Allegany	175	173
Carroll	88	88
Frederick	184	182
Garrett	87	79
Howard	102	99
Montgomery	847	785
Washington	140	133
* 7	1,623	1,539
Region II		
Calvert	97	88
Charles	118	118
Prince George's	736	663
St. Mary's	80	80
* 4	1,031	949

* Totals

TABLE II

NUMBER OF HIGH SCHOOL STUDENTS SAMPLED IN GRADES TEN, ELEVEN, AND TWELVE IN EACH MARYLAND SCHOOL SYSTEM IN REGIONS III AND IV

School System	Number of Students Sampled in Grades 10, 11, and 12	Number of Students Included in the Study in Grades 10, 11, and 12
Region III		
Anne Arundel	354	353
Baltimore City	816	678
Baltimore County	820	813
Harford	290	272
* 4	2,280	2,116
Region IV		
Caroline	160	157
Cecil	145	133
Dorchester	185	181
Kent	94	90
Queen Anne's	172	170
Somerset	113	112
Talbot	121	119
Wicomico	112	112
Worcester	120	116
* 9	1,222	1,190

* Totals

TABLE III

CLASSIFICATION OF STUDENTS INCLUDED IN THE STUDY BY SEX, RACE, AND GRADE LEVEL

Sex						Race					
Male			Female			White			Non-White		
10*	11	12	10	11	12	10	11	12	10	11	12
801	1051	794	1010	1173	965	1300	1608	1327	511	616	432
Total: 2646			Total: 3148			Total: 4235			Total: 1559		
Total Students Responding in Grades 10, 11, and 12: 5794											

*Grades ten, eleven, and twelve

The Questionnaire

The questionnaire was constructed by the research worker after a study of the literature was undertaken and information pertaining to high school student, faculty, and community interests was garnered from regional and Statewide conferences sponsored by the Maryland State Department of Education in the spring of 1971. (See Appendix A for a copy of the questionnaire.)

The questionnaire is composed of two major parts. Part I was designed to determine to what degree high school students in Maryland desire to be involved in five specific areas of decision making. Once the five areas of decision making were identified, items were developed which would yield data concerning the degree to which students desire to participate in decision making in each area. Forty items were developed and grouped under the five following topics:

A. Student curricula
B. Student-faculty relationships
C. Student governance
D. Student records
E. Student discipline and grievance

Part II was designed to determine the relative importance of specific motives for desired student involvement in selected areas of decision making and to determine the relationship of designated socio-psychological variables to the desires of students concerning the areas of decision making included in this study. The motives and socio-psychological variables were developed after a comprehensive review of the literature and numerous discussions with high school students during the Maryland conferences cited earlier.

The motives of students were limited to the consideration of capability and a comparison of the motive of improvement of students' education and schools with the motive of achieving personal power associated with school control. Twenty-four items pertaining to motives were developed and randomly placed in the questionnaire.

The socio-psychological variables included in this investigation were limited to race, credal values, and alienation, associated with the desires of students concerning their involvement in selected areas of high school decision making. Sixteen items pertaining to these socio-psychological factors were developed and randomly inserted in the second part of the questionnaire. Two additional items, dealing with students' grade point average and students' future plans, were included randomly in the questionnaire. However, the data obtained from these two items were not included in the analysis. The complete questionnaire, with both parts, totaled eighty-two statements.

For purposes of validation, a draft copy of the questionnaire was sent to a panel of educators selected because of their various areas of expertise which would provide a competent judgment of the instrument used in this study.

In addition to the panel of educators, the questionnaire was reviewed, tested, and criticized by twelve students in grades ten, eleven, and twelve. These students also made written comments about the meaning and clarity of the questionnaire.

Recommendations, relative to the construction of the questionnaire, were made by both reviewing groups. These suggestions were considered in the revised and final form of the questionnaire.

To assess the reliability of the instrument used in this study, eighty-nine high school students in grades ten, eleven, and twelve completed the questionnaire. This group of eighty-nine students was used as the sample to determine the reliability of the instrument before the instrument was administered to the total statewide sample. The students used to check the reliability of the instrument were distinct and were not included in the total statewide administration which was performed at a later date, after the total reliability of the instrument had been found to be adequate in terms of the reliability coefficient.

Only responses of students who completed the questionnaire according to the "Criteria for Admissibility of Data" were included in the analysis of data associated with this study. Questionnaires which did not meet these criteria were not included in the tabulation or analysis of data. Of the 6,156 questionnaires which were completed, 362, or .06 percent were rejected. The number of rejected questionnaires, with the specific reason for rejection, follows:

1. Wrong grade or grade not marked.....106
2. Sex not marked..... 88
3. Race not marked.....168

In the case of wrong grade, a few students were inadvertently included in the sample who were not in grades ten, eleven, or twelve.

Scaling of the Data

The methodology used in this study were procedures appropriate to the descriptive survey. The data used in this study were of two kinds: primary data and secondary data. The primary data were responses to a two-part questionnaire administered to a sampling of high school students in twenty-four school systems in Maryland. Books containing information on student decision making, periodicals in professional journals relating to this study, and other reference sources were utilized as secondary sources of data.

A five-point, Likert-type scale was developed to assess student desires in each of these five areas. The choices included in the scale were *total involvement,* with a given value of five points; *moderate involvement,* four points; *cannot decide,* three points; *very little involvement,* two points; and *no involvement,* one point.

The same type of five-point scale was used to assess students' capability and motives associated with their desired involvement in high school decision making. The choices included in this scale were *strongly agree,* with a given value of five points; *agree,* four points; *undecided,* three points; *disagree,* two points, and *strongly disagree,* one point.

The same five-point scale, described with reference to subproblems three and four, was used to determine students' commitment to credal values. A reverse five point scale was designed to assess students' degree of alienation which included *strongly agree,* with a given value of one point; *agree,* two points; *undecided,* three points; *disagree,* four points; and *strongly disagree,*

five points. High scores on the alienation index denoted greater alienation and low scores on the alienation index denoted the opposite. Twenty-one hypotheses were tested on the basis of data obtained from the 5,794 subjects who responded adequately to the questionnaire.

Analysis of Subproblem Data

Tests Associated with Subproblem One In order to test subproblem one, mean scores and standard deviations were calculated for each of the five areas of decision making cited above. Then, a determination was made relative to whether or not 4.0 is less than or equal to each of the mean scores for the five areas of decision making. A *t* value was computed to determine the significance of the difference between the mean score for each of the five areas of decision making and the 4.0 value. Table IV, on page 18, provides a summary of the five areas of decision making for all high school students, including the number of questionnaire items for each area, in addition to their mean scores, standard deviation, and *t* values. None of the mean scores for the five selected areas of decision making reached 4.0, but all were above 3.0, or the middle value of the five-point scale. The mean scores ranged from the lowest (3.28) to the highest (3.79).

For each of the five areas of decision making included in this study, the null hypothesis, that the mean score of each of the five areas would equal 4.0 (Ho: $M = 4$), was rejected in favor of the alternative hypothesis that the mean score of each of the five areas of decision making would be less than 4.0 (Ha: $M < 4$). All of the probabilities for obtained differences between the mean scores for the five areas of decision making in this study and the 4.0 point reached the .05 level of significance.

Data concerning the rank order of the areas of decision making included in this study focused on comparing and contrasting students' desire for involvement in the high school decision making areas of student curricula, student records, student governance, student-faculty relationships, and student discipline and grievance. Tables V and VI, on pages 18 and 19, show the extent to which students desire involvement in each of the five areas of decision making by race, sex, and grade level. Table VII, on page 19, presents summarized data on the comparison and contrast of the hypothesized order of the mean scores of all students for the five areas of high school decision making with the observed order of the mean scores of all students for the same areas.

TABLE IV

A SUMMARY OF ALL HIGH SCHOOL STUDENTS CONCERNING THEIR DESIRE FOR INVOLVEMENT IN FIVE SELECTED AREAS OF HIGH SCHOOL DECISION MAKING

Areas of Decision Making	Number of Items	Mean Score	Standard Deviation	*t* Value
Student Curricula	10	3.78	.66	−25.11*
Student-Faculty Relationships	7	3.39	.83	−55.55*
Student Governance	11	3.78	.70	−23.59*
Student Records	5	3.28	.94	−58.60*
Student-Discipline and Grievance	7	3.79	.81	−19.79*

**t* value is significant at the .05 level.

TABLE V

A SUMMARY OF THE EXTENT TO WHICH NON-WHITE, MALE AND FEMALE STUDENTS IN GRADES TEN, ELEVEN, AND TWELVE DESIRE INVOLVEMENT IN EACH OF FIVE AREAS OF HIGH SCHOOL DECISION MAKING

Area of Decision Making	Non-White											
	Male						Female					
	10[a]		11		12		10		11		12	
	Y[b]	SD[c]	Y	SD	Y	SD	Y	SD	Y	SD	Y	SD
Student Curricula	3.56	.73	3.71	.75	3.73	.73	3.77	.64	3.80	.69	3.85	.68
Student-Faculty Relationships	3.30	.83	3.40	.81	3.48	.87	3.51	.81	3.56	.83	3.51	.86
Student Governance	3.56	.74	3.68	.75	3.79	.70	3.77	.66	3.82	.68	3.90	.66
Student Records	3.06	.86	3.28	.88	3.40	.92	3.38	.88	3.36	.94	3.36	.96
Student Discipline and Grievance	3.41	.81	3.64	.85	3.80	.83	3.71	.75	3.74	.83	3.80	.80

[a] 10, 11, 12: Grade Level
[b] Y: Mean Score
[c] SD: Standard Deviation

TABLE VI

A SUMMARY OF THE EXTENT TO WHICH WHITE, MALE AND FEMALE STUDENTS IN GRADES TEN, ELEVEN, AND TWELVE DESIRE INVOLVEMENT IN EACH OF FIVE AREAS OF HIGH SCHOOL DECISION MAKING

Area of Decision Making	White											
	Male						Female					
	10[a]		11		12		10		11		12	
	Y[b]	SD[c]	Y	SD	Y	SD	Y	SD	Y	SD	Y	SD
Student Curricula	3.68	.67	3.74	.69	3.75	.67	3.82	.62	3.91	.60	3.89	.65
Student-Faculty Relationships	3.20	.80	3.26	.87	3.22	.82	3.44	.77	3.46	.78	3.44	.83
Student Governance	3.65	.68	3.70	.73	3.77	.68	3.84	.66	3.90	.60	3.87	.66
Student Records	3.16	.94	3.24	1.00	3.24	1.00	3.28	.86	3.32	.90	3.32	1.20
Student Discipline and Grievance	3.58	.84	3.79	.87	3.87	.84	3.80	.77	3.94	.74	3.87	.77

[a] 10, 11, 12: Grade Level
[b] Y: Mean Score
[c] SD: Standard Deviation

TABLE VII

A SUMMARY OF ALL HIGH SCHOOL STUDENTS REGARDING THE HYPOTHESIZED AND OBSERVED ORDER OF THEIR DESIRE FOR INVOLVEMENT IN FIVE AREAS OF HIGH SCHOOL DECISION MAKING

Hypothesized Order of Scales	Mean Scores	Observed Order of Scales
1. Student Curricula	3.78	2.5
2. Student Discipline and Grievance	3.79	1.0
3. Student Governance	3.78	2.5
4. Student-Faculty Relationships	3.39	4.0
5. Student Records	3.28	5.0

Kendall's coefficient of concordance yielded a .90 agreement between the hypothesized and observed ranking of mean scores for these five areas of high school decision making.

Tests Associated with Subproblem Two In order to compare and contrast the extent to which students desire to be involved in decision making in the areas of student curricula, student-faculty relationships, student governance, student records, and student discipline and grievance, it was necessary to determine the rank order of the mean scores for each area of decision making.

It was hypothesized that the mean scores would be ranked in the following order: student curricula, student discipline and grievance, student governance, student-faculty relationships, and student-records. The comparison and contrast of the hypothesized order of the mean scores for the five areas of decision making included in this study with the observed order of the mean scores for the same areas of decision making is presented in Table VII, on page 19.

Kendall's coefficient of concordance was used to determine whether any of the rankings of the five areas of decision making were significantly different from the hypothesized ranking of the mean scores of the same five areas.[1] The coefficient of concordance yielded a .90 agreement between the observed and hypothesized ranking of mean scores for each of the five areas of decision making included in this investigation.

Tests Associated with Subproblem Three The third subproblem was analyzed by determining whether or not 3.0 is less than the mean score for all sampled students relative to their expressed capability for involvement in five selected areas of high school decision making.

In order to establish a significant relationship between the mean score for the variable of capability and the 3.0 value, probabilities for obtained differences between the mean score and the 3.0 value should be 0.05 or less. The mean score for student capability for involvement in selected areas of high school decision making was 3.68 and the standard deviation was .54. The difference between the obtained mean score for the variable of student capability and the hypothesized mean score of 3.0 for the same variable was .68. The *t* value for this variable was 97.14, and hence, the difference was significant at the .05 level.

A determination was also made as to whether or not the observed multiple correlation of the mean scores for desired student involvement in high school decision making in the areas of student curricula, student discipline and grievance, student records, student-faculty relationships, and student governance with the mean score of the student motive of improving their education and their school was greater than the multiple correlation of the same areas with the student motive of achieving personal power associated with school control.

The multiple correlation of the motive of the improvement of their education and their school for desired involvement in high school decision making with the five scales of decision making in this study was $r = .91$, which is significantly different from zero at the .05 level of significance. The linear composite of the five scales of decision making accounted for 82.59 percent

[1] Sidney Siegel, *Non-Parametric Statistics For the Behavorial Sciences* (New York: McGraw-Hill, 1956).

of the variation in the variable concerning student improvement of their education and school.

The multiple correlation of the motive of personal power associated with school control for desired involvement in high school decision making with the five scales of decision making included in this study was 4 = .70, which is significantly different from zero at the .05 level of significance. The linear composite of the five scales of student decision making accounted for 49.38 percent of the variation in the motive of personal power associated with school control.

Tests Associated with Subproblem Four Subproblem four focused on the difference between white and non-white students relative to the extent of, and designated motives for, their desired involvement in the five selected areas of high school decision making.

The mean scores of white students in grades ten, eleven, and twelve concerning their desired involvement in all five combined areas of decision making included in this study were compared with the mean scores of non-white students in the same five areas. The mean score for white students for their desired involvement in all five combined areas of high school decision making was 3.65. For non-white students, the mean score was 3.64. The standard deviations for white and non-white students were .76 and .79 respectively. The *t* value associated with the difference between means was .432 and is not significant at the .05 level.

With respect to decision making in the area of student curricula, the mean score for white students was 3.80 and the mean score for non-white students was 3.75. The difference between these two mean scores was .05 and the standard deviations for white and non-white students were .65 and .70 respectively. The *t* value to determine the significance of the difference between mean scores for white and non-white students on this variable was 37.8. The difference is significant at the .05 level.

In the area of decision making relative to student-faculty relationships, the mean score for white students was 3.34 and the mean score for non-white students was 3.47. The difference between these two mean scores was .13 and the standard deviations for white and non-white students were .84 and .83 respectively. The *t* value to determine the significance of the difference between mean scores for white and non-white students was 23.7. This value is significant at the .05 level.

Data concerning students' desire for involvement in decision making in the area of student governance revealed a mean score for white students of 3.79 and a mean score for non-white students of 3.76. The difference between the mean scores was .03 and the standard deviation for white and non-white students was .67 and .71 respectively. The *t* value was 41.6. This value is significant at the .05 level.

The tabulation of students' desire for involvement in decision making in the area of student records revealed a mean score for white students of 3.26 and a mean score for non-white students of 3.32. The difference between these mean scores was .06 and the standard deviations for white and non-white stu-

dents were .96 and .92 respectively. The *t* value to determine the significance of the difference between these means was 16.4. This value is significant at the .05 level.

The data on white and non-white students relative to their desired involvement in high school decision making in the area of student discipline and grievance reveals a mean score of 3.81 for white students and a mean score of 3.70 for non-white students. The difference between these mean scores is .11 and the standard deviation for both white and non-white students was .81. The *t* value to determine the significance of the difference between the mean scores was 26.5. This value is significant at the .05 level.

The mean score for white students for the variable of capability was 3.66 and the mean score for non-white students for the same variable was 3.73. The difference between the mean scores for white and non-white students was .07 and the standard deviations for white and non-white students were .53 and .56 respectively. The *t* value which was computed to determine the significance of the difference between these mean scores was 36.8. This value was significant at the .05 level.

A determination was made as to whether the multiple correlation among non-white students' expected involvement in decision making in the areas of student curricula, student-faculty relationships, student discipline and grievance, student governance, and student records, and the student motive for improving their education and their school is less than the multiple correlation of the same variables for white students.

The multiple correlation of the student motive of improving their education and their school, and the five scales representing the selected areas of decision making included in this study for white students was $r = .47$, which is significantly different from zero at the .05 level. The linear composite of the five scales of student decision making accounted for 21.95 percent of the variation in the student motive of improving their education and their school.

The multiple correlation of the student motive of improving their education and their school, and the five scales associated with the selected areas of decision making included in this study for non-white students was $4 = .93$, which is also significantly different from zero at the .05 level. The linear composite of the five scales of student decision making accounted for 86.35 percent of the variation in the student motive of improving their education and their school.

The multiple correlation of the student motive of achieving personal power associated with school control, and the five scales representing the selected areas of decision making included in this study for white students was $r = .37$, which is significantly different from zero at the .05 level of significance. The linear composite of the five scales of student decision making accounted for 13.66 percent of the variation in the student motive of personal power associated with school control.

The multiple correlation of the student motive of achieving personal power associated with school control, and the five scales representing the selected areas of decision making included in this study for non-white students was $r = .71$, which is significantly different from zero at the .05 level of signifi-

cance. The linear composite of the five scales of student decision making accounted for 50.35 percent of the variation in the student motive of personal power associated with school control.

Thus, on the average, non-white students are more concerned about improving their education and their school as a motive for desired involvement in high school decision making than white students as shown by the five scales associated with student decision making included in this study.

On the average, non-white students desire involvement in selected areas of high school decision making more so because of personal power associated with school control than white students, as shown by the five scales representing the areas of decision making included in this study.

Tests Associated with Subproblem Five In order to determine whether students' commitment to credal values is positively related to their desire to be involved in all five combined areas of decision making, a calculation of the multiple correlation coefficient of desired student involvement in high school decision making in the combined areas of student curricula, student-faculty relationships, student discipline and grievance, student governance, and student records, and students' commitment to credal values was observed to determine if it was positive and statistically significant. A multiple regression analysis of variance was used to test the significance of the relationship among these variables.

The results of the multiple regression analysis showed that there was a multiple correlation of .98 between the variable of credal values and the five student decision-making scales. The linear composite of the five scales accounted for 96.78 percent of the variance in the credal values variable. The multiple correlation coefficient was significantly different from zero and positive at the .05 level.

The computation of Pearson's product-moment coefficient of correlation between students' commitment to credal values and their expressed capability for desired involvement in high school decision making was observed to determine if it was positive and statistically significant from zero.

The results of this analysis showed that the coefficient of correlation between students' commitment to credal values and their expressed capability for involvement in high school decision making was .60. This is positive and significantly different from zero at the .05 level.

To determine whether students' commitment to credal values is positively related to their difference scores (score for the motive of improving their education and their school, minus the score for the motive of achieving personal power associated with school control), the computation of the correlation of coefficient between students' commitment to credal values and their difference scores was observed to determine if it was positive and statistically significant from zero.

The result of the analysis or correlation between students' commitment to credal values and their difference scores showed that there was a correlation of .36. This is positive and significantly different from zero at the .05 level of significance.

In order to determine whether student alienation is conversely related to their desire to be involved in all five combined areas of decision making included in this study, a computation of the multiple correlation coefficient of desired student involvement in high school decision making in the combined areas of student curricula, student-faculty relationships, student discipline and grievance, student governance, and student records, and the degree of student alienation was observed to determine if it was positive and statistically significant. A multiple regression analysis of variance was used to test the significance of the relationship among these variables. Then, a within-cell simple correlation was calculated to determine if, after reversal, alienation is conversely related to the five areas of decision making.

The results of the multiple regression analysis showed that there was a multiple correlation of .42 among the variable of student alienation and the five scales of student decision making. The linear composite of the five decision-making scales accounted for 18.30 percent of the variance in the alienation variable. The multiple correlation coefficient was significantly different from zero at the .05 level, but the within-cell correlation showed that, after reversal, alienation is not negatively related to the five combined areas of decision making.

In order to determine whether student alienation is conversely related to their expressed capability for expected involvement in all five combined areas of decision making, a computation of the multiple correlation coefficient between students' degree of alienation and their expressed capability for involvement in high school decision making was observed to determine if it was positive and statistically significant from zero. Then, a within-cell simple correlation was calculated to determine if, after reversal, alienation is conversely related to students' expressed capability.

The results of this analysis showed that the coefficient of correlation between student alienation and their expressed capability for involvement in high school decision making was .91. This is significantly different from zero at the .05 level, but the within-cell correlation showed that, after reversal, alienation is not negatively related to students' expressed capability.

To determine whether student alienation is conversely related to their difference scores (score for the motive of improving their school and their education, minus the score for the motive of achieving personal power associated with school control), a computation of the correlation coefficient between degree of student alienation and their difference score was observed to determine if it was positive and statistically significant from zero. Then, a within-cell simple correlation was calculated to determine if, after reversal, alienation is conversely related to their difference scores.

SECTION III

Findings and Conclusions

Findings

An examination and analysis of the data yielded specific results relative to the extent of, designative motives for, and specific socio-psychological characteristics pertaining to desired student involvement in selected areas of high school decision making.

Extent of desired involvement in decision making With regard to the extent of desired student involvement in the five selected areas of decision making included in this study, on the average, the 5,794 students whose responses were included, indicated that they desired some involvement in high school decision making, but that they did not desire moderate or total involvement. (Moderate involvement in decision making corresponded to a scale score of 4.0 and total involvement equaled a scale score of 5.0.) None of the mean scores for the five selected areas of decision making reached 4.0, but all of the mean scores were above 3.0, or the middle value of the five-point scale.

Of the five selected areas of high school decision making included in this study, on the average, students indicated a desire for greater involvement in student discipline and grievance than in any of the other areas of decision making. Following the area of student discipline and grievance, in order of preference for involvement in high school decision making, were student curricula and student governance, which received the same mean score. Student-faculty relationships and student records followed the other three areas in descending order. There was very little difference between the five areas with respect to high school students' desire to be involved in decision making. The mean scores ranged from 3.28 to 3.79.

Motives for desired involvement in decision making Maryland students agreed that they were at least capable of making decisions in all five combined areas of decision making included in this study. Agreement referred to 3.0, the middle score on a 5.0 scale. The mean score for capability for all students was 3.68, which was nearest the 4.0 point. The difference between the hypothesized mean score and the obtained mean score was significant at the .05 level. As a result of a multiple-correlation, it was also evident that, on the average, students desire greater involvement in high school decision making because they want to improve their education and their school, rather than because they want to achieve personal power associated with school control.

Race and desired involvement in decision making An analysis of the data concerning the difference between white and non-white students relative to the extent of, and designated motives for, their involvement in selected areas of decision making, yielded the estimation that generally, there is little difference between these students with respect to their desired participation in the five combined areas of high school decision making included in this study.

There is some evidence that white high school students want slightly more participation than non-white students in decision making in the areas of student curricula, student governance, and student discipline and grievance. The opposite proved to be true in the decision making areas of student-faculty relationships and student records.

Relative to capability for desired participation in high school decision making, non-white students expressed greater capability than white students. An analysis of the data also revealed that, on the average, non-white students want to participate in high school decision making because of the motive of wanting to improve their education and their school to a greater degree than did the white students.

Sex, grade level, and desired involvement in decision making A summary of the data pertaining to sex and grade level, and desired student participation in five selected areas of high school decision making, revealed that with the exception of non-white females in the areas of student-faculty relationships and student records, there is increased desire for involvement in each decision-making area for both non-white male and female students at each grade level. On the average, white males in grades eleven and twelve desired more involvement in the five areas of decision making than the white males in grade ten. With the exception of the area of student records, white female students in grade eleven indicated more desire to participate in high school decision making in each of the other four areas included in this study than the tenth or twelfth grade white, female students. On the average, white female students in grade twelve desired more involvement in the five selected areas of decision making than white female students in grade ten.

An analysis of the data on student capability for involvement in high school decision making, with respect to sex and grade level, indicated that male students in grade twelve expressed greater capability than the male students in grade ten and eleven. In turn, male students in grade eleven expressed greater capability than the male students in grade ten. Female students in grades ten and eleven expressed the same degree of capability for involvement in high school decision making, which was slightly more than the degree of capability expressed by the female students in grade twelve.

The results of the study showed that male students in grade twelve gave greater credence to the motive of improving their education and their school as a reason for desired involvement in high school decision making than did the tenth and eleventh grade male students. In turn, male eleventh graders expressed greater credence for the same motive than did the male tenth graders. For the same motive, white female students in grades ten and twelve expressed the same degree of credence, but female white tenth graders showed slightly more support than the white female eleventh and twelfth graders. Non-white female students in grades ten and eleven expressed the same support for this motive, which was more than non-white female students in grade twelve.

Credal values, alienation, and desired involvement in decision making A summary of the findings relative to students' commitment to credal values and degree of alienation revealed that white students evidenced more commitment

to credal values than non-white students and, on the average, white students indicated a greater degree of alienation than non-white students. With respect to these same variables and sex and grade level, an analysis of the data revealed that there was a progressively higher commitment to credal values for males from grade ten through twelve. For female students, the data showed that eleventh and twelfth graders had the same commitment to credal values, but that they had less commitment than the tenth graders. Relative to alienation, male tenth and twelfth grade students expressed the same degree of alienation, but less than eleventh-grade male students. The data revealed that for females there was a progressively higher degree of alienation from grade ten through grade twelve.

A summary of the data also indicated that students' commitment to credal values is positively related to their desire to be involved in the five combined areas of decision making and is positively related to their expressed capability for involvement in high school decision making. Additionally, the data revealed that students' commitment to credal values is positively related to their difference scores (the score for the motive of improving their education and their school, minus the score for the motive of achieving personal power associated with school control).

An analysis of the data further revealed that students' degree of alienation is not conversely related to their desire to be involved in all five combined areas of decision making included in this study and is not conversely related to their expressed capability for involvement in high school decision making. The data also indicated that students' degree of alienation is positively related to their difference scores.

Conclusions

Based on the summary of the findings contained in the previous section, specific conclusions are made in the following areas: the desires of students relative to involvement in selected areas of high school decision making; the desires of students regarding their motives for involvement in high school decision making; the desires and motives of white and non-white students regarding their involvement in high school decision making; the desires and motives of male and female students in grades ten, eleven, and twelve regarding their involvement in high school decision making; and the desires and motives of students with a commitment to credal values and variants of alienation regarding their involvement in high school decision making.

The responses of the students to the statements on the questionnaire which pertained to the extent to which all students in grades ten, eleven, and twelve desired to participate in selected areas of high school decision making, substantiated most of the suggestions on this topic which are found in the literature. An analysis of the findings has shown the following:

1. High school students want more involvement in school decision making than they now have in the areas of student-faculty relationships, student curricula, student records, student discipline and grievance, and student governance;

2. High school students do not want complete or total involvement in any of the five selected areas included in this study;
3. High school students desire greater involvement in decision making in the area of student discipline and grievance than in the areas of student curricula, student governance, student records, and student-faculty relationships;
4. When compared and contrasted with the other four areas included in this study, high school students desire the least amount of involvement in the area of student records;
5. Generally, high school students want the same amount of involvement in high school decision making in the areas of student curricula, student governance, and student-faculty relationships.

An analysis of the findings pertaining to the student motives included in this study revealed some information as to why high school students in Maryland want, or do not want, to increase their involvement in selected areas of high school decision making. The conclusions associated with student motives were the following:

1. Although most high school students believe that they are capable of making decisions, along with their teachers and administrators, there is some feeling among students that they are really inferior, inexperienced, or perhaps irresponsible in relation to the professional staff, with regard to participation in high school decision making;
2. Contrary to some suggestions found in the literature, most high school students do not desire increased involvement in high school decision making because of self-interest associated with group power and control of the school;
3. When compared and contrasted with the student motive of personal power associated with school control as a reason for desired involvement in high school decision making, the student motive of improving their education and their school is a much more important one.

Conclusions regarding the difference between white and non-white students, with respect to their involvement in high school decision making, include the following:

1. Generally, there is very little difference between white and non-white students relative to the extent of their desired involvement in high school decision making in the combined areas of student curricula, student-faculty relationships, student governance, student records, and student discipline and grievance;
2. The greatest difference between white and non-white students is in the decision-making area of student-faculty relationships. In this area, non-white students desire slightly more involvement than white students;
3. In contrast to the preceding conclusion, in the area of student discipline and grievance, white students indicated that they desire somewhat more involvement in high school decision making than non-white students;

4. Non-white students expressed greater capability for participating in high school decision making than white students;
5. Non-white students want more involvement than white students in selected areas of high school decision making more so because of the motive of improving their education and school, and because of the motive of personal power associated with school control.

As a result of the findings of this study, the following conclusions are made concerning the desires and motives of male and female students in grades ten, eleven, and twelve relative to high school decision making:

1. With the exception of white female students, all other students desire progressively more involvement in all five selected areas of high school decision making from grade ten through grade twelve;
2. Eleventh-grade white female students desire more involvement in high school decision making than white female tenth- or twelfth-grade students;
3. On the average, male and female students differ with regard to their expressed capability for involvement in high school decision making. High school female students expressed greater capability than high school males, with very little difference between grade levels;
4. Generally, female students desire involvement in high school decision making to a greater degree than male students because they want to improve their education and their school;
5. Conversely, male students desire involvement in high school decision making to a greater degree than female students because they want personal power associated with school control;
6. Compared with eleventh- or tenth-grade students, more twelfth-grade students want to be involved in high school decision making because they want to improve their education and their schools;
7. Compared with eleventh and twelfth graders, tenth-grade students want more involvement in high school decision making because of the personal power motive.

An analysis of the data concerning the relationship among students' desire for involvement in high school decision making, their commitment to credal values, and their degree of alienation, led to the following conclusions:

1. A significant positive relationship exists between high school students' commitment to credal values and their desire to participate in selected areas of high school decision making;
2. White high school students have a greater commitment to traditional American values than non-white high school students;
3. Generally, there is very little difference between males and females across senior high school grade levels with respect to commitment to credal values;
4. High school students who are committed to credal values also believe that they are capable of involvement in high school decision making;
5. There is some positive relationship between students' commitment to credal values and their intent to improve their education and schools;

6. There is a positive relationship between high school students' degree of alienation and their desire to participate in selected areas of high school decision making;
7. White high school students suffer slightly greater alienation from school and society than non-white high school students;
8. There is very little difference among high school students in grades ten, eleven, and twelve regarding variants of alienation;
9. High school students who are alienated expressed belief in their capability for involvement in high school decision making;
10. There is a positive relationship between students' expressed alienation and the motive of improving their education and schools as a reason for expected involvement in high school decision making.

Recommendations

The following recommendations are based upon the outcome of this study:

1. Local school systems in Maryland, in cooperation with their students, should make the necessary arrangements for increased student involvement in high school decision making which is focused, to a greater degree, on student discipline and grievance.
2. Local school systems in Maryland should also provide the necessary incentive, for all high school students who desire it, to become involved in other areas of high school decision making which will serve to improve education and the schools as mutually defined by students, teachers, administrators, parents, and other members of the school community.
3. Maryland's local and State education agencies should make provisions for flexible and comprehensive student involvement in the areas of high school decision making which include student curricula, student governance, student-faculty relationships, and student discipline and grievance, (a) at each high school in Maryland, (b) at a systemwide level within each school system in Maryland, (c) and at a Statewide level including student representatives from all school systems in Maryland.
4. When Maryland high school administrators, teachers, and others initiate, change, or increase student involvement in high school decision making, they should be cognizant of individual and group differences among high school students with regard to socio-psychological variables which include students' motives, commitment to credal values, degree of alienation, and grade level.
5. The Maryland State Department of Education, as a result of a mandate from the Maryland State Board of Education, should increase its efforts to study present conditions and problems associated with student discontent and involvement pertaining to high school decision making, in order to develop and disseminate guidelines, models, and plans, that will assist local school systems in their quest for better student-school relations.

6. Local school systems in Maryland should increase their efforts to seek guidance and assistance from institutions of higher education, the State Department of Education, private consultants, parents, and other citizens who have the expertise and who can provide some of the knowledge needed to establish and strengthen student involvement in high school decision making.
7. Local school systems in Maryland should provide the continuity among elementary, middle (or junior high), and senior high schools which will help establish a continuum of positive, student involvement in areas of high school decision making which will serve to meet the aspirations and needs of students, schools, and the community.
8. Institutions of higher education should provide undergraduate and graduate content for potential and current teachers and administrators which will focus on the rights and responsibilities of students as it is contained in laws, judicial interpretations, and in the regulations and policies of State and local agencies.
9. Local school systems in Maryland should make arrangements for preservice and inservice sessions for high school teachers and administrators to focus attention on student involvement in high school decision making.
10. Parent-Teacher Associations and other parent or citizen education advisory councils should examine the various vehicles for student involvement in school decision making at all levels within school systems in Maryland, with the intent of mustering a commitment to, and support for, student participation in school decision making which will serve to improve student-school relationships and ultimately provide a better education for their children and youth.
11. Local school systems in Maryland should establish one or more professional staff positions for the purpose of planning, developing, implementing, coordinating, and evaluating procedures and processes associated with student affairs and student involvement in school decision making.
12. Local and State education agencies should make provisions for periodic and consistent evaluations of student involvement processes and programs concerning high school decision making at the school building, school system, and State levels.
13. An abridged version of this study should be made available to each school system in Maryland, to the Maryland State Department of Education, and to other institutions and agencies which are actively engaged in meeting the needs of children and youth in the schools of Maryland.

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APPENDIX A

THE QUESTIONNAIRE

This is an opinion questionnaire that is part of a study which is sponsored by the Maryland State Department of Education. This study is intended to provide information which will help improve aspects of education and our schools. This questionnaire will be given to a number of students in high schools in Maryland. We think that you will find the questions interesting to answer. This is *not* a test. It is a questionnaire. There are no right or wrong answers. We are only interested in what you think about some aspects of schools.

All of your answers will be kept strictly confidential. No one in this school system who knows you will see your answers. There is virtually no personal information requested in the questionnaire, outside of your school life. Your name is not even needed.

Remember, this is not a test. Please complete the questionnaire by yourself. When you are finished, it will be collected, put with others, and tabulated along with questionnaires completed by students at other high schools in Maryland.

THERE ARE TWO PARTS TO THIS QUESTIONNAIRE. PLEASE READ EVERY STATEMENT IN EACH PART CAREFULLY.

PART I

STATEMENTS IN THIS PART OF THE QUESTIONNAIRE WILL FOCUS ON THE EXTENT THAT STUDENTS WANT TO BE INVOLVED IN THE DECISION-MAKING PROCESS IN HIGH SCHOOL. AFTER READING EACH STATEMENT, CONSIDER THE ALTERNATIVES FOUND IN THE BOX BELOW AND ON EACH PAGE IN PART I. MARK THE ANSWER WHICH CORRESPONDS TO YOUR CHOICE ON THE ANSWER SHEET.

Mark A if you want to be involved TOTALLY in decision making
Mark B if you want to be involved MODERATELY in decision making
Mark C if you CANNOT DECIDE
Mark D if you want to be involved VERY LITTLE in decision making
Mark E if you want NO involvement in decision making

1. Setting goals and policies pertaining to classroom instruction.
2. Selecting and evaluating teachers.
3. Establishing and reviewing student government activities.
4. Determining policy and procedures relative to the collection of student records.

5. Establishing and reviewing regulations associated with student discipline and complaints.
6. Planning and reviewing curricula content.
7. Selecting and evaluating counselors.
8. Determining guidelines pertaining to student clubs, forums, and other kinds of association and expression.
9. Determining policy and procedures relative to keeping student records.
10. Planning and reviewing student personal appearance codes.
11. Planning and reviewing extracurricular activities.
12. Selecting and evaluating administrators.
13. Deciding upon guest speakers and programs for student assemblies.
14. Determining policy and procedures relative to distributing information contained in student records.
15. Planning and reviewing school regulations pertaining to short-term suspension of students.
16. Determining the time and length of the instructional day and year.
17. Determining counseling procedures and practices.
18. Determining attendance policies and procedures.
19. Determining policy and procedures relative to keeping student records confidential.
20. Planning and reviewing school regulations pertaining to the permanent expulsion of students.
21. Establishing standards associated with promotional practices.
22. Planning and reviewing school faculty meetings.
23. Deciding upon the services of a counselor whose primary focus is to help students with their personal rights and responsibilities.
24. Determining policy relative to the length of time that student records are kept.
25. Planning and reviewing school regulations relative to student procedures of appeal to a higher authority.
26. Planning and reviewing classroom teaching methods.
27. Planning and reviewing faculty activities which are designed to help teachers improve their teaching.
28. Planning and distributing student newspapers and other publications.
29. Planning and reviewing school search and seizure regulations pertaining to students' personal property.
30. Selecting and evaluating textbooks, supplies, and equipment which students use in school.
31. Planning and reviewing student-faculty school improvement committees.
32. Deciding upon the collection and uses of student activity funds.

33. Reviewing school trespass ar ' police school arrest regulations.
34. Establishing and evaluating the number of students assigned to classes.
35. Determining school spending of other than student activity funds.
36. Determining grouping procedures relative to student achievement and interest within a class.
37. Planning and reviewing school-community relations.
38. Determining how and when classes are scheduled.
39. Planning and reviewing the use of school facilities.
40. Determining what should be sold and distributed on school grounds.
41. Which of the following best describes you?
    A. Negro, Black (Mark A)
    B. Caucasian, White (Mark B)
    C. American Indian (Mark C)
    D. Oriental (Mark D)
    E. Other (Mark E)
42. What was your grade point average for *all* of your high school work last year?
    A. 90 — 100 (Mark A)
    B. 80 — 89 (Mark B)
    C. 70 — 79 (Mark C)
    D. 60 — 69 (Mark D)
    E. 0 — 59 (Mark E)

PART II

THE NEXT SET OF STATEMENTS WILL FOCUS ON YOUR OPINION CONCERNING DIFFERENT ASPECTS OF YOUR SCHOOL LIFE. AFTER READING EACH STATEMENT, DECIDE HOW MUCH YOU AGREE OR DISAGREE WITH IT. CONSIDER THE ALTERNATIVES FOUND IN THE BOX BELOW AND ON EACH PAGE IN PART II. MARK THE ANSWER WHICH CORRESPONDS TO YOUR CHOICE ON THE ANSWER SHEET.

Mark A if you STRONGLY AGREE
Mark B if you AGREE
Mark C if you are UNDECIDED
Mark D if you DISAGREE
Mark E if you STRONGLY DISAGREE

43. Compared to your teachers and administrators, your ideas are as important as their ideas, with respect to high school decision making.
44. Students should increase their involvement in high school decision making because they can help form decisions that will make their school better.
45. The freedom to discuss a topic publicly, which may be unpopular, is really attainable in America's social and political system.
46. Although so many things are complicated today, you really feel that you know what's going on.
47. Generally, you are capable of making decisions about things which pertain to the operation of your high school.
48. Students should increase their involvement in high school decision making because they can do a better job than teachers or administrators are currently doing.
49. The basic political system of America is adequate even though it doesn't always bring about needed changes in our society.
50. Generally, you really believe that you can contribute to the betterment of society.
51. Even though you are inexperienced and non-professional, you can make decisions about schools that are as important as decisions made by teachers and administrators.
52. Students should increase their involvement in high school decision making because it will serve to make them better decision makers.
53. The freedom to ask questions and to express one's views are really important aspects of American life.
54. In reality, your ideas about school today are as good as anybody's.

55. It is very important for you to know that, like your teachers and administrators, you share the opportunity to take an active part in selected areas of the decision-making process in this school.
56. Students should increase their involvement in high school decision making because they need to assume the responsibility for their own destiny.
57. The American values of fair play and equal opportunity for all are still worth believing in.
58. In order to get ahead in the world today one is not forced to do some things which are not right.
59. Even though teachers and administrators at this school are working for your best interest, you need to increase your participation in educational decision making.
60. Students should increase their involvement in high school decision making because what students do in school has little to do with important problems of living.
61. The concepts of free choice in education and housing are important in today's world.
62. After all things are taken into consideration, you really have enough control over the direction that your life is taking.
63. You are really not inferior, in relation to teachers and principals, with respect to making decisions about school life.
64. Students should increase their involvement in high school decision making because they really have important ideas about their school.
65. The free exchange of goods on an open market, as we have experienced it in America, is still a good idea.
66. Most of the people around vou, at your school and in your neighborhood, can be trusted.
67. Your involvement in decision making in this school will probably serve to help you function better as a citizen in our democratic society.
68. Students should increase their involvement in high school decision making because in the long run students must gain power and control over the schools.
69. It is desirable to rely on traditional political and social action to achieve group goals.
70. T.V. programs, movies, or magazines that most people seem to like are also of interest to you.
71. You can decide best what is good or bad regarding your education and your school.
72. Students should increase their involvement in high school decision making so that they can establish or change courses that would give them better job opportunities.

73. Generally, you attend school because you believe that it will help you make a better adjustment to life.
74. Compared with your teachers and administrators, you are very knowledgeable about how high school decisions are made.
75. Students should increase their involvement in high school decision making because they should take charge of their own education without interference from adults.
76. Students should increase their involvement in high school decision making because their involvement will serve to improve the educational process in a democratic society.
77. Students should increase their involvement in high school decision making because it will prove to strengthen their popularity with their friends.
78. Students should increase their involvement in high school decision making because there are too many unnecessary rules and regulations which students need to change.
79. You possess enough maturity to determine the best changes for your education and your school, even if teachers or principals are against the changes.
80. Students should increase their involvement in high school decision making in order to regulate the behavior of teachers and students.
81. Students should increase their involvement in high school decision making because it will serve to strengthen school loyalty.
82. Which of the following best describes your future plans?
    A. Going to work immediately after graduating from high school (Mark A)
    B. Dropping out of high school before graduating (Mark B)
    C. Going to work for a short while after graduating from high school and before attending college (Mark C)
    D. Going to college immediately after graduating from high school (Mark D)
    E. Undecided about my future plans (Mark E)

THANK YOU VERY MUCH FOR YOUR HELP

APPENDIX B

DEFINITIONS OF TERMS USED

The following terms were defined in order to clarify the meaning of the research study, to reduce reading ambiguity, and to facilitate the interpretation of the treatment of data.

Alienation. The term alienation was interpreted to mean the degree to which a student feels powerless to achieve the role which he has determined to be rightfully his in specific situations. The term was also associated with the variants of meaninglessness, normlessness (despair), isolation, and estrangement.

Capability. The term capability was interpreted to mean students' self assessments of their own intellectual and emotional fitness regarding their ability to participate with teachers, administrators, and others in selected areas of high school decision making.

Credal values. The concept of credal values was interpreted to mean fundamental social and political beliefs and ideals which have been traditionally cherished by the American people, such as democracy, freedom, justice, inquiry, and expression.

Curriculum. A curriculum was interpreted to mean the ordered content of what is taught and the experiences that students have under school auspices.

Decision making. The process of decision making was interpreted to mean the continuous and systematic task of arriving at conclusions which are derived from judgments that affect a course of action.

Difference scores. The term difference scores was interpreted to mean the statistical scores which represent the total scores of each student for the choice of a motive minus the total scores of each student for the choice of a different motive.

Governance. The term governance was interpreted to mean the function, power, or right to govern or use authority.

Grievance procedures. The term grievance procedures was interpreted to mean an organized course of action which allows students to identify and remedy their alleged injustices.

Promotional practices. The term promotional practices was interpreted to mean grading, marking, rating, and reporting procedures that serve to evaluate student progress and determine student advancement from one grade level to another.

Region. A region was interpreted to mean an organizational arrangement which corresponds to four geographic locations of school systems in Maryland. Region one is comprised of seven school systems and is located in the northwestern end of the State. Region two is comprised of four school systems

and is located in the south-central end of the State. Region three is comprised of four school systems and is located in the central metropolitan area of the State. Region four is comprised of nine school systems and is located on the eastern shore of the State.

Socio-psychological. The term socio-psychological was interpreted to mean personal characteristics which pertain to the interaction of variables associated with students' subcultures and variables associated with students' emotional and mental development processes. The variables which received attention in this study were race, credal values, and alienation.

Student government. The term student government was interpreted to mean a student-member organization which has been recognized as possessing some power of governance by those with authority in a school or school system.

Student involvement. The concept of student involvement was interpreted to mean students, as groups, committees, or individuals, taking an integral part in determining the conditions and the aims of the school and their own activities.